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ABSTRACT

This document reports a study of students who had enrolled at Bucks County Community College (BCCC) from September 1965 to August 1973, had completed less than 12 credits, had grade point averages sufficient for re-enrollment, and yet did not return. Of the 8,605 students in this category, 20 percent were sampled; 30 percent (509) of those sampled responded. When possible, data were compared to that obtained from a previous study of BCCC graduates (see ED 082 750). Only 17 percent of the nongraduates entered BCCC directly from high school, compared to 68 percent of the graduates. Forty-nine percent attended for personal enrichment or to upgrade career skills. Fifty-nine percent worked over 30 hours per week while attending BCCC, compared to 11 percent of graduates. Seventy-seven percent were enrolled part-time; 58 percent were enrolled for only one semester. Reasons for withdrawal were completion of objectives (22 percent), employment (11 percent), and lack of time or interest (19 percent). Immediately after leaving BCCC, 52 percent were employed full-time, compared to 29 percent of graduates; 21 percent were full-time students, compared to 51 percent of graduates; and 12 percent were housewives. Twenty-six percent expect to return to BCCC and 26 percent expect to enroll at another institution of higher education. Most indicated that they would recommend their program to a student seeking to enroll at BCCC. Questionnaire and covering letters are appended. (DC)

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BUCKS COUNTY COMMUNITY COLLEGE

FOLLOW-UP STUDY

OF

STOP-INS & STOP-OUTS

1965-1973

OFFICE OF RESEARCH AND
PLANNING

BUCKS COUNTY COMMUNITY
COLLEGE

Newtown, Pennsylvania 18940

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FOREWORD

Bucks County Community College enrolled its first students in September, 1965. By the end of the 1973 Summer Term, 2,950 students had graduated from Bucks County Community College. During that same time period from September, 1965, through August, 1973, another group numbering 8,605 students had enrolled at Bucks County Community College, had completed less than 12 credits and even though their grade point average allowed them to re-enroll at the institution, they did not return to this College. We are directing this Study to this group of students.

This Follow-Up Study of Stop-Ins and Stop-Outs at Bucks County Community College from 1965 through the Summer of 1973 was conducted by the Office of Research and Planning in the Fall of 1973 and the Spring of 1974. It was undertaken in recognition of the responsibility of this College to obtain information regarding what happened to former students who, although not graduating from the College, have indicated some success with its academic programs. A second purpose was to provide former students with an opportunity to evaluate the College's programs and services.

This Study would not have been at all possible without the complete cooperation of staff and faculty personnel who supported the development of this Follow-Up. Special appreciation is expressed to Ms. Kathy Bogdziewicz and Ms. Maryann Radgosky for mailing and coding the questionnaires and Ms. Nancy Andreacchio for the typing of this final report.

This Survey will have been a benefit to the College if the information presented and analyzed will serve as another step in the continuous process of institutional self-evaluation.

JACK MAHON

Assistant to the President
Research and Planning

INTRODUCTION

Bucks County Community College was founded in 1964 in order to provide a low cost, open door, and accessible institution of higher education for all adult residents of Bucks County. Since its founding, this College has witnessed constant growth in enrollment from 731 students in 1965 to over 6,000 students by the Fall, 1974. It is estimated that well over 20,000 Bucks County residents have enrolled in the College during those years.

While 2,950 students have graduated from the College between September, 1965, and August, 1973, another 8,605 students earned less than 12 credits of academic work with a grade point average of 2.00 or better but withdrew from the College.

Since this group did not graduate from the College, some might indicate a failure on the behalf of the Institution even though these students were academically successful. Others might make reference to the variety of reasons students attend community colleges--to take a course for personal enrichment, to develop a particular career, to transfer to a four-year college or to make better use of one's leisure time--none of which necessarily mandate the reception of a degree or a certificate.

It is the intent of this Study to provide the College's Offices and Departments with information on the educational and career endeavors of these former students. While many individuals working at colleges realize that the enrollment patterns of students have become very sporatic within the past few years, there is very little information available to them regarding "Stop-In and Stop-Out" students. Hopefully, this Study will provide a more definitive description of some of these individuals.

Objectives of the Study

The purpose of this Follow-Up was to provide descriptive information concerning the educational and employment patterns of these former students of Bucks County Community College. In addition, this Study elicited evaluative reactions from

these students in order to improve the academic, administrative and student personnel services available to them.

Specifically, this Follow-Up Study sought reliable information which could be used for the following:

1. to determine why these students withdrew from Bucks County Community College
2. to determine how effectively the College is meeting the educational and career needs of these students
3. to provide current information on the educational and employment patterns of former students
4. to provide feedback from former students on how the Bucks County Community College experience might be improved

Procedure

The questionnaire, (Appendix A) was developed in the Fall of 1973. It was field tested using College employees who had previously been enrolled in one of the College's programs.

The Computer Center provided a list of the 8,605 students who had completed 12 credits or less of work with at least a 2.00 grade point average, but had withdrawn from the College for some unknown reason. In order to facilitate matters, it was decided to take a 20 per cent sample of this population. The sample was achieved by using every fifth student on the initial listing. Table I indicates a comparison of the sample drawn with the universe on selected criteria. As can be seen from this Table, the sample proved to be quite representative of the universe from which it was drawn. (See Page 3)

Mailing labels for this sample of 1,721 students were provided by the Computer Center. Each student was contacted twice by mail. The first questionnaire with a covering letter (Appendix B) was sent in October, 1973, requesting a return in the enclosed self-addressed, stamped envelope. During December, 1973, a second questionnaire with a second covering letter (Appendix C) was sent to those persons who had not yet responded.

TABLE I

Comparison of Sample and Universe on Selected Criteria

CRITERIA	UNIVERSE	SAMPLE
Sex		
Male	55%	55%
Female	45%	45%
Enrollment Time		
Evening	70%	70%
Day	30%	30%
Age		
20 and under	15%	15%
21-30	58%	57%
31-40	11%	12%
41-50	7%	8%
51 +	4%	4%
Unspecified	5%	4%
Residence		
Lower Bucks	81%	81%
Central Bucks	13%	13%
Upper Bucks	6%	6%

Questionnaire Return Information

There were 8,605 students who attended Bucks County Community College between September, 1965, and August, 1973, who completed 12 credits or less of work with at least a 2.00 grade point average but withdrew from the College. A sample of 20 per cent were contacted by mail. Of the 1,721 contacted by mail, replies were received from 509 or 30 per cent.

While this response rate is not as high as previous studies, it is fairly respectable considering the population that was contacted.

The results indicated in the following pages were gained from these 509 replies.

Presentation of Data

In order to provide a framework for the presentation of this data, there will

be two (2) sets of figures presented in most of the Tables in the subsequest pages. The one column will represent the responses from the Follow-Up of Stop-Ins and Stop-Outs to the various questions posed. The other column will indicate the responses gained from the Follow-Up of Graduates of Bucks County Community College from 1967 through 1972 to the same or very similar questions. In this way, we might have a better idea of differences and similarities between those who have a tendency to "Stop-in" and "Stop-Out" and those who have pursued academic work through the attainment of an associate degree.

RESULTS

Student Characteristics

A comprehensive community college by definition will provide legitimate educational experiences for the entire adult population within its service area. Although Bucks County Community College was initially established to meet the immediate post-high school needs of Bucks County youths, there is evidence in this Study to indicate that a much wider based population is attending the College. First, there was considerable variance in the ages of these students. Although 15 per cent are under 20 years of age and another 58 per cent are between the ages of 20 and 30, 7 per cent were between the ages of 31 to 35, and another 4 per cent were between the ages of 36 to 40. An additional 11 per cent were 41 years of age or older. This certainly indicates more than just the traditional college aged clientele. Second, when we compare the Stop-Ins and Stop-Outs with the graduates backgrounds prior to entering the College, as is done in Table II, we see significant differences. While 68 per cent of the graduates

TABLE II

Status Upon Entering Bucks County Community College

STATUS	Graduates 1967-72	Stop-Ins & Stop-Outs
Entered directly from high school	68%	17%
Entered shortly after military service	7%	3%
Entered after working for a period of time	11%	39%
Transferred from another two-year college	1%	2%
Transferred from a four-year institution	5%	5%
Currently attending another college		16%
Other	8%	18%

entered Bucks County Community College directly from high school, only 17 per cent of the Stop-Ins and Stop-Outs entered the College from this background. An additional 39 per cent of the Stop-Ins and Stop-Outs entered the College after working for some period of time compared with only 11 per cent of the graduates.

The other significant difference that appears in this chart is the fact that 16 per cent of those contacted indicated that they were attending another college at this time and merely picking up one or two courses at the Community College. This appears to be quite common during most of the summer sessions at Bucks County Community College. Students from the area who may well be enrolled in another institution, but are home to work during the summer, can enroll for one or two courses at the Community College and transfer it back to their home institution to be applied towards their degree. As one student replied:

> *"I am taking a course at BCCC to transfer to my current school, the University of Miami, Department of Architecture."*

The majority of those indicating "other" were either housewives who enrolled at the College to start their second career or individuals who had traveled for a year or two after completing high school.

A community college must be viewed as accessible and desirable for people of different ages and backgrounds. It must also be viewed as an institution that can meet a variety of needs. As can be seen from Table III, there was considerable divergence within this group of Stop-Ins and Stop-Outs regarding their educational goal in attending Bucks County Community College. Only 16 per cent perceived their primary reason for attending the College as earning an Associate Degree. An additional 31 per cent saw their attendance at the College as directly related to their career as either upgrading for their current career or retraining for another career. Another 26 per cent saw enrollment at the College primarily in terms of personal enrichment.

TABLE III

Educational Goal in Attending Bucks County Community College

EDUCATIONAL GOAL	PER CENT
Earn an Associate Degree	16%
Better Use of Leisure Time	5%
Personal Enrichment	26%
Upgrading for Current Career	23%
Retraining for Another Career	8%
Earn Credits to Transfer	16%
To Meet People	2%
Other	4%

As one of these students replied:

> *"I really enjoyed the course I took. However, I am not really interested in going back to school full-time. May take more night courses at a later date."*

Another 16 per cent of those responding indicated that their primary educational goal in attending Bucks County Community College was to earn credits for transfer. While we do not have comparable data for the graduates, it is reasonable to expect that a much higher percentage of that group would perceive their primary goal in attending Bucks County Community College as earning an Associate Degree.

A community college must also provide considerable flexibility in its program and course offerings to attract different groups of students to its doors. One example of the flexibility required can be seen from the employment patterns of these students. (See Table IV) Almost three-fifths of the Stop-Ins and Stop-Outs were employed at least 30 hours every week during their enrollment at Bucks County Community College. This compares with 11 per cent of the graduates who were working at least 30 hours a week. It appears that both full-time and part-time employed persons within Bucks County perceive this Community College as a viable means for either personal enrichment or career upgrading or retraining.

TABLE IV

Employment Patterns of Bucks County Community College Students

EMPLOYMENT PATTERNS (Weekly)	Graduates 1967-1972	Stop-Ins & Stop-Outs
Did Not Work	24%	17%
Less Than 6 Hours	3%	2%
6-10 Hours	9%	6%
11-15 Hours	12%	2%
16-20 Hours	23%	5%
21-25 Hours	12%	4%
26-30 Hours	6%	5%
Over 30 Hours	11%	59%

Primarily resulting from these employment patterns, the respondents indicated considerable homogeneity in their enrollment status while attending the College. Sixty-two per cent of the Stop-Ins and Stop-Outs were enrolled as part-time

evening students. Another 15 per cent indicated that they were enrolled as part-time day students and only 16 per cent indicated a full-time enrollment status. One might estimate that the vast majority of these students were enrolled for only one semester. Replies to the questionnaire indicated, however, that only 58 per cent were enrolled for one semester. Another 21 per cent enrolled for at least two semesters and an additional 10 per cent enrolled for three or more semesters. The remaining 11 per cent indicated that they had enrolled only during the summertime.

A final item that related to their enrollment at Bucks County Community College involved the number of times these students switched academic majors. The vast majority, 97 per cent, never changed their major once enrolled. Another 3 per cent indicated that they changed their major once. This appears to indicate a group of students who have a very definite goal in mind when they attend the College and once that goal is met they may not continue to enroll for subsequent semesters. (See Table V)

TABLE V

Changes in Major Field of Study

CHANGES	Graduates 1967-1972	Stop-Ins & Stop-Outs
None	77%	97%
One	20%	3%
Two	3%	---
More Than Two	---	---

Reasons for Withdrawal

One of the major reasons for undertaking this Study was to determine why students who have done well academically at Bucks County Community College decided to withdraw from the College. The respondents were asked to list the three most

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important reasons for their leaving the College in their order of importance. These responses were coded and combined and the top eleven (11) are listed in Table VI.

TABLE VI

Reasons for Withdrawing from Bucks County Community College

REASON	PER CENT
Completed Objectives	22%
Employment	11%
Lack of Time	11%
Lack of Interest	8%
Courses or Schedule were Inadequate	7%
Lack of Financing	6%
Family Problems	6%
To Attend Another College	6%
Personal Reasons	5%
Transportation	3%
Illness	3%

The primary reason for withdrawing from the College was the students had completed their objectives. The next two most important reasons were employment and lack of time. These top three items alone accounted for more than two-fifths (44 per cent) of those responding. There are some items in this Table over which the institution has very little control. The lack of financing is a result of the Federal and State Government's practice of offering financial aid only to full-time students. Thus, those students who wish to enroll on a part-time basis are not eligible for the financial aid packages. Those who listed their reason for withdrawing as either "courses were inadequate" or "to attend another college" are oftentimes seeking a baccalaureate degree and, thus, will not be able to complete their objectives at Bucks County Community College. The College has explored the possibility of providing some form of public transportation to this campus and it appears that this matter needs to be given further consideration.

Post-Withdrawal Patterns

The value of an institution of higher education is partially judged by the

success of its graduates in further formal education or in maintaining a gainful employment record. In the case of a community college, however, one needs to extend these analyses to its non-graduates, since the institution is defined as meeting a variety of retraining and career needs that do not necessarily require the reception of an associate degree or a certificate.

As indicated in Table VII, the two major subgroups of the Stop-In and Stop-Out students upon withdrawing from Bucks County Community College were those who were employed full-time or those who went on as a full-time student at another institution of higher education. The most noticeable shift from the graduates also lies in this area. Another significant difference that appears between the graduates and the Stop-Ins and Stop-Outs is the number of individuals who were housewives immediately upon leaving Bucks County Community College.

TABLE VII

Status Immediately After Leaving Bucks County Community College

STATUS	Graduates 1967-1972	Stop-Ins & Stop-Outs
Military Service	2%	2%
Employed Full-time	29%	52%
Employed Part-time	3%	6%
Employed Full-time/Student Part-time	3%	2%
Employed Part-time/Student Part-time	3%	1%
Student Full-time	51%	21%
Student Part-time	1%	1%
Housewife	2%	12%
Other	7%	3%

The most noticeable changes between their status immediately after withdrawing from the College and their current status was in the area of full-time students.

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All other areas remained relatively constant. In comparing the current status of Stop-Ins and Stop-Outs with the Graduates we see two significant changes. One in the area of student full-time and the other in the area of housewives. The remaining items appear to be quite similar. (See Table VIII)

TABLE VIII

Current Status of Respondents

STATUS	Graduates 1967-1972	Stop-Ins & Stop-Outs
Military Service	2%	1%
Employed Full-time	40%	48%
Employed Part-time	1%	8%
Employed Full-time/Student Part-time	2%	5%
Employed Part-time/Student Part-time	1%	1%
Student Full-time	37%	14%
Student Part-time	6%	2%
Housewife	3%	16%
Other	6%	5%

Evaluation of College Experience

One of the primary purposes of this Study was to provide feedback to College personnel regarding the variety of counseling sources available at Bucks County Community College. In this way, these individuals or offices might have a chance to see themselves through the eyes of their clients. As indicated in Table IX, the only office that has a constant contact with these Stop-In and Stop-Out students is the Admissions Office. The vast majority of the Stop-In and Stop-Out students have very little contact with the counseling services available by the Placement Office, Counseling Center Staff, Financial Aid Office or Academic Advisors.

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Over 90 per cent of the respondents indicated that their program of study at Bucks County Community College was at least fair in meeting their educational objectives. In another question posed to these students, 89 per cent of them replied that their program of study at Bucks County Community College was at least fair in meeting their educational objectives. Perhaps the most significant way of determining the satisfaction of these students with the programs available at Bucks County Community College was the degree to which they would recommend the same program that they pursued here to a student who might wish to enroll in that program. Eighty-eight per cent of the respondents indicated that they would recommend their program to a student seeking to enroll here.

TABLE IX

Evaluation of Sources of Counseling

SOURCE	Superior	Good	Fair	Poor	Cannot Rate
Placement Office	7%	16%	6%	2%	69%
Admissions Office	13%	35%	11%	2%	39%
Counseling Center Staff	7%	13%	5%	3%	72%
Financial Aid Office	4%	3%	4%	1%	88%
Academic Advisors	9%	16%	4%	5%	66%

While many have felt that the stop-in or stop-out contact that a student might have with the community college would be that student's final contact, the replies to this questionnaire indicate that a considerable number of these students do plan to continue some form of formal education. As seen in Table X, over one-fourth (26 per cent) of the students expect to return to Bucks County Community College and a similar number expect to enroll at another undergraduate institution of higher education. An additional 18 per cent plan to enroll in some form of graduate study and 9 per cent were undecided at the time they answered the questionnaire. Apparently the length of contact an individual has with an institution of

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TABLE X

Plans to Continue Formal Education

EDUCATIONAL PLANS	PER CENT
Return to Bucks County Community College	26%
Enroll at Another Undergraduate Institution	26%
Enroll at Graduate Level	18%
No Plans	21%
Undecided	9%

higher education is, of itself, a poor indicator of that individual's desire to continue formal training at a later time.

DISCUSSION

A different group of students is in evidence when we compare the Stop-Ins and Stop-Outs with the Graduates from Bucks County Community College from 1965 to 1972. Whereas, over two-thirds (68 per cent) of the graduates entered Bucks County Community College directly from high school, only 17 per cent of the Stop-Ins and Stop-Outs entered this Institution directly from high school. Another area of significant difference, was that while 39 per cent of the Stop-Ins and Stop-Outs enrolled at Bucks County Community College after working for a period of time, only 11 per cent of the graduates worked prior to enrolling here. The other area that we find a recognizable difference is that 16 per cent of the Stop-Ins and Stop-Outs were enrolled at another institution of higher education at the time that they attended Bucks County Community College. While many of these students enrolled at this College during the summertime, there was also evidence to indicate that students who enroll here during the spring and fall semesters are enrolled at another institution at the same time. This evidence supports the idea that Bucks County Community College has offerings that are seen as valuable by individuals other than the immediate high school graduate. The coming years may well find Bucks County Community College enrolling more students from non-traditional backgrounds than those coming straight from high school.

These differences are further amplified when one looks closely at the educational goals the Stop-Ins and Stop-Outs had in attending Bucks County Community College. Only 16 per cent indicated that their primary educational goal in attending this institution was to earn an associate degree. Over one-fourth (26 per cent) indicated that they were attending this College for personal enrichment and another 31 per cent saw this institution primarily in terms of either upgrading or retraining for their careers. An additional 16 per cent perceived this institution primarily as an

institution from which to transfer credits. One might summarize this information by saying that this College serves a variety of purposes apart from the traditional goal of earning a degree or certificate and this flexibility has attracted numerous non-traditional learners to this Community College.

A comparison of the employment patterns of these two groups of students while enrolled at Bucks County Community College indicates several very significant differences. While both the graduates and the stop-ins and stop-outs had similar percentages of members not working while enrolled (24 per cent versus 17 per cent), the stop-ins and stop-outs had a much higher percentage working over 30 hours per week, 59 per cent, compared to 11 per cent of the graduates. The graduates, on the other hand, had higher percentages of individuals working between 16 to 25 hours per week while enrolled. In light of this, the College must continue to explore programs and to offer courses at times that are accessible to the working person within Bucks County and this may well challenge many of the traditional modes of offering instruction within higher education. The current discussion on short term courses and continuous enrollment need further investigation and the response to the Weekend College has already indicated to this College that attempts in this area can be very successful.

One of the most noteworthy aspects of this Study was the fact that the most common response by the stop-ins and stop-outs when questioned why they withdrew from Bucks County Community College was that they had completed their objectives. This response seriously challenges those who contend that only those who earn degrees or certificates should be viewed as "completers". Quite obviously, many of the stop-ins and stop-outs felt that the primary value of this institution for them was either one or two courses that may well serve as a personal enrichment, job upgrading, or some other non-degree aspect. An additional 22 per cent of the respondents indicated that they withdrew due to employment reasons or because of lack of time. This figure should not be that surprising since 59 per cent of these same students

indicated that they worked at least 30 hours every week. Several items that appeared in the reasons for withdrawing are worthy of further consideration. Obviously, those students who attend on a part-time basis have need for some type of financial aid, which currently has been restricted to full-time students. Although, the HELP Program (Helping to Expand Learning Potentials) was developed in order to assist some of these students, it will not be available during most of 1975. Another area that needs additional comment is the fact that a total of 13 per cent of the respondents indicated that they felt the courses were inadequate or they left to attend another college. Since these individuals apparently have a baccalaureate degree as their goal, it would be well for this institution to explore with baccalaureate degree granting institutions the possibility of upper division courses being offered on this campus and perhaps even extending that to the offering of the complete baccalaureate degree, although granted by another institution, being able to be earned on this campus.

A comparison of the post-enrollment patterns of the stop-ins and stop-outs and the graduates produces two salient differences. While over one-half (51 per cent) of the graduates went into full-time study upon graduation, only 21 per cent of the stop-ins and stop-outs went on for full-time study immediately upon leaving Bucks County Community College. The other noticeable difference is in the area of employed full-time where 52 per cent of the stop-ins and stop-outs went into full-time employment upon withdrawing from Bucks County Community College compared with 29 per cent of the graduates. Much of this can be attributed to the fact that 59 per cent of the stop-ins and stop-outs worked 30 hours per week while they were enrolled at this institution. An additional item of some interest is the fact that 12 per cent of the stop-ins and stop-outs assumed housewife responsibilities upon withdrawing from Bucks County Community College. Obviously, this College is seen as a viable means for housewives in the area to attend and pick up one or two courses without committing themselves to any certificate or degree program.

An area that needs further consideration is the result of the evaluation of the sources of counseling by the stop-ins and stop-outs. It appeared quite obvious that the only office that has had any sustained counseling relationship with these students was the Admissions Office. The majority of student personnel offices, as well as academic advisors, had very little contact with these students. It may be that we need to rethink our approach to providing support services to these students. On the other hand, it could be that these students see very little need for the services offered by these offices. We will never know unless we try.

The vast majority of the stop-ins and stop-outs indicated a rather high degree of satisfaction with their program of study at Bucks County Community College and 88 per cent of these students indicated that they would recommend the same program that they pursued here to a student who might wish to enroll in that program. Former students are the most successful recruiting device available to any college and, hopefully, we can make good use of it here.

The results of this Study should lend support to the contention that Bucks County Community College is continuing to serve a variety of functions for the adult citizens of this Community. There have been many complaints leveled at community colleges that they do not have a very high rate of success, especially when the sole criterion for success is the rate of graduation of students who initially enroll at that institution. This Study, as well as the study of Non-Academic Attrition at Bucks County Community College that was completed in August of 1973, lends support to the fact that students approach this institution with a variety of goals and these goals, by and large, have been met. The institution is not in a position to indicate to the adult citizen that he or she must take 12 or 20 or 50 credits in order to gain a worthwhile experience at this institution. The adult citizen is quite capable of determining for himself or herself the extent of contact that he or she wishes to have with this institution. The fact that 70 per cent of the stop-ins and stop-outs indicated that they intend to continue their formal

education at either Bucks County Community College, another undergraduate institution or in some form of graduate study lends support to the fact that education in our society is recognized as a life long process. It also means that institutions of higher education need to recognize that the learner may well determine when he or she wishes to pursue that learning. The four years immediately following high school graduation in our society are no longer strictly reserved for college study. Community colleges cannot restrict their offerings and support services solely to the eighteen to twenty-one year old student. College study is obviously going to be extended over a much longer period of time and may well take forms and processes that previously were not thought to be "appropriate".

APPENDICES

** A P P E N D I X A **

The Questionnaire

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Please check the appropriate answer.

1. Which option best describes your educational goal in attending Bucks County Community College? 11

1( ) Earn an associate degree
2( ) Better use of leisure time
3( ) Personal enrichment
4( ) Upgrading for current career
5( ) Retraining for another career
6( ) To meet people
7( ) Other (please state) _____

2. Which best describes your status when you first entered BCCC? 12

1( ) Entered directly from high school
2( ) Entered shortly after military service
3( ) Entered after working for less than three years
4( ) Entered after working three years or more
5( ) Transferred from another two-year college
6( ) Transferred from a four-year institution
7( ) Other (specify): _____

3. How many hours per week did you work while attending BCCC? 13

1( ) Did not work
2( ) Less than 6 hours
3( ) 6-10 hours
4( ) 11-15 hours
5( ) 16-20 hours
6( ) 21-25 hours
7( ) 26-30 hours
8( ) Over 30 hours

4. How many semesters (excluding summer sessions) were you enrolled at BCCC? 14

1( ) One
2( ) Two
3( ) Three
4( ) Four
5( ) Five
6( ) Over five

5. What was your enrollment status while attending BCCC? 15

1( ) Full-time day
2( ) Part-time day
3( ) Full-time evening
4( ) Part-time evening
5( ) Both full and part-time

6. Did you change your major field of study while you were a student at BCCC? 16

1( ) No
2( ) Yes, once
3( ) Yes, twice
4( ) Yes, more than twice

7. Please check the response which indicates what your status was immediately after leaving BCCC: 17

1( ) Military service
2( ) Employed full-time
3( ) Employed part-time
4( ) Employed full-time/Student part-time
5( ) Employed part-time/Student part-time
6( ) Student full-time
7( ) Student part-time
8( ) Housewife
9( ) Other (specify): _____

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8. Please check the response which indicates your current status: 18

1( ) In military service
2( ) Employed full-time
3( ) Employed part-time
4( ) Employed full-time/Student part-time
5( ) Employed part-time/Student part-time
6( ) Student full-time
7( ) Student part-time
8( ) Housewife
9( ) Other (specify):_____

9. Students discontinue attendance at BCCC for a variety of reasons. Please list the three most important factors in your leaving BCCC in their order of importance: 19 20

1. _____ 21 22
2. _____ 23 24
3. _____

10. Please rate the following sources of counseling that were used by you at BCCC:

	Superior	Good	Fair	Poor	Cannot Rate	
Placement Office.	1( )	2( )	3( )	4( )	5( )	25
Admissions Office	1( )	2( )	3( )	4( )	5( )	26
Counseling Center Staff . . .	1( )	2( )	3( )	4( )	5( )	27
Financial Aid Office	1( )	2( )	3( )	4( )	5( )	28
Academic Advisors	1( )	2( )	3( )	4( )	5( )	29
Other (specify):.	1( )	2( )	3( )	4( )	5( )	30

11. How well did your program of study at BCCC meet your educational objectives? 31

1( ) Excellent 2( ) Good 3( ) Fair 4( ) Poor

12. How well did your program of study at BCCC meet your occupational objectives? 32

1( ) Excellent 2( ) Good 3( ) Fair 4( ) Poor

13. Would you recommend BCCC to a person seeking to complete the same program that you studied here? 33

1( ) No 2( ) Yes

14. Do you plan to continue your education? 34

1( ) Yes, at BCCC
2( ) Yes, at the undergraduate level (But not at BCCC)
3( ) Yes, at the graduate level
4( ) No

15. Do you have any comments, explanations, or suggestions related to your career preparations or the College in general? (Use space below for answer).

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"APPENDIX B"

First Covering Letter

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BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA 18940

October, 1973

Dear Alumnus:

The Office of Institutional Research is undertaking a study of former students of Bucks County Community College. We believe it is important to know how alumni feel about their experience with the educational programs at Bucks if current practice is to be improved.

Even though you may have enrolled for only one or two courses, I hope that as a former student at Bucks you will be willing to share with us your insight and experience. The enclosed questionnaire should take only about five minutes of your time. We think you may find it interesting.

Please complete the questionnaire and return it to us in the enclosed self-address, stamped envelope. Your responses will be maintained in strict confidence with only group responses being reported. (Note: If the address printed on the label is inaccurate, please correct it in the space provided.)

Your contribution to the success of this study is most important and deeply appreciated.

Sincerely yours,

Jack Mahon

JACK MAHON
Assistant to the President

JM/nf

APPENDIX C

Second Covering Letter

BEST COPY AVAILABLE

BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA

OFFICE OF
THE PRESIDENT

December, 1973

Dear Alumnus:

Several weeks ago we sent you a questionnaire designed to secure information about your feelings and experiences with the educational programs at Bucks County Community College. Perhaps you meant to respond but have not yet found time. I have enclosed a second copy of the questionnaire in case you misplaced the first.

Completing the questionnaire will take only about five minutes of your time. We believe it is important to know how alumni feel about their experience at Bucks County Community College if current practice is to be improved. As an alumnus of this institution your experience and insight are invaluable.

Your contribution to the success of the study is most important and deeply appreciated.

Sincerely yours,

JACK MAHON
Assistant to the President

JM/na

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 14 1975

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JUNIOR COLLEGE
INFORMATION